
Report To:	Education & Communities Committee	Date:	3 September 2024
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/42/24/MR
Contact Officer:	Michael Roach	Contact No:	01475 712850
Subject:	Inverclyde Wellbeing Service – Annual Report 2023/24		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to share with members of the Education and Communities Committee the annual governance report for 2023/24 from Action for Children who deliver the Inverclyde Wellbeing service which includes the school aged counselling service.
- 1.3 As well as the counselling service Action for Children offer curriculum-based support groups for secondary school pupils as well as an innovative transition support program for P7 pupils as they move into S1.
- 1.4 The report outlines the impact of the service and the positive evidence it has in meeting the key performance indicators set for the year.
- 1.5 The service has a balanced budget going into the school year 2024/25.
- 1.6 Action for Children have been awarded the contract to continue to deliver the Wellbeing Service from August 2024, after a fourth “Plus 1” year to the initial 3-year contract that they had, ending in July 2024.

2.0 RECOMMENDATIONS

- 2.1 Members of the Education and Communities Committee are asked to note the content of the annual governance report for the Inverclyde Wellbeing service.

3.0 BACKGROUND AND CONTEXT

- 3.1 Since August 2020 the Inverclyde Wellbeing service has been in operation delivered by Action for Children in partnership with HSCP and Education Services. The service is funded by an annual grant for school counselling and is enhanced by funding from HSCP to offer a wider wellbeing service to all school aged pupils who live in Inverclyde.
- 3.2 The service is accessed by referral and these can be made by pupils, parents, education staff, health and social care services. These referrals are then triaged by representatives from health, educational psychology and HSCP. The well-being service offers tier 2 counselling but the triage process may determine that a tier 3 service is required.
- 3.3 As well as the 1:1 counselling offer there are a number of group work programmes also being offered by the service e.g. the BLUES programme.
- 3.4 There remains a waiting list for counselling once triaged, the longest the young person is waiting is 6 months; this remains consistent with this point last year. This had reduced from approximately 9 months during periods of lockdown and covid restrictions. The number of referrals also increases at times when there is promotion of the service. An annual letter is sent to all parents in September of each year.
- 3.5 The service is funded by a grant from the Scottish Government. However, the HSCP agreed that they would provide additional funding in order to ensure that all school pupils have access to this service as well as widen the scope beyond just counselling e.g. the delivery of group work programmes.
- 3.6 The future funding model for counselling post July 2023 has yet to be confirmed by the Scottish Government. Once clear the next iteration of the service will need to be considered alongside the additional funding provided by HSCP to create a wider offer.

4.0 IMPLICATIONS

- 4.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO	N/A
Financial		X	
Legal/Risk		X	
Human Resources		X	
Strategic (LOIP/Corporate Plan)		X	
Equalities & Fairer Scotland Duty		X	
Children & Young People's Rights & Wellbeing		X	
Environmental & Sustainability		X	
Data Protection		X	

4.2 Finance

There are limited financial costs associated with the information provided in this paper.

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

4.3 **Legal/Risk**

There are no legal implications.

4.4 **Human Resources**

N/A.

4.5 **Strategic**

N/A.

4.6 **Equalities and Fairer Scotland Duty**

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
X	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

5.0 **CONSULTATION**

5.1 N/A.

6.0 **BACKGROUND PAPERS**

6.1 N/A.

Action for Children Report

Inverclyde Wellbeing Service Governance Report

Year 4: July 2023 – June 2024

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Introduction Year 4

The Action for Children Inverclyde Wellbeing Service (IWS) was successful being optioned to progress to the additional “plus 1 year” of the existing contract, allowing us to move into our 4th year of delivery across Inverclyde schools, fulfilling our full contract of 4 years delivery, till July 2024.

Building on the previous 3 years, we continued to look to ensure that we widen our reach, worked closely with partners, including schools, local authority services and third sector organisations, and to further embed the service in the local authority.

We continued to be represented on a number of local steering groups, all of which contribute to the wider ongoing promotion and development of mental health and wellbeing services for children and young people (CYP) in the area.

During year 4, Action for Children prepared to bid for the next contract to deliver a Wellbeing Service, from August 2024, for 3 years.

As the result of the successful tender win, we were able to then advertise and back fill vacancies that had arisen towards the end of the previous contract, when there was uncertainty about future funding. While we are all aware of the bounds of procurement law, this is an understandable impact for existing staff. We are pleased to be back at staffing levels required for the delivery of the new contract as of August 2024.

Service delivery

The Inverclyde Wellbeing Service has continued to maintain its delivery model of Tier 1 and 2 early intervention services, through a menu of options which are now established across all schools we work in.

Group work continues to be able to reach the widest number of pupils, through focusing on Blues Programme delivery to all S3 pupils and Bouncing Back to all P7's. In addition, small bespoke sessions have been delivered in schools where neither Blues or Bouncing Back would best reach the Children and Young People. Drop-in sessions have also been delivered, working with schools to identify CYP who would benefit most from this level of early help and support.

Counselling is established and in situ in all secondary schools, which allows for stability when counsellors can remain in the same school, building relationships with staff and CYP.

We continue to be flexible and responsive to the needs of the school communities we work in, looking to prioritise CYP when requests are made, based on level of need, and we work closely with partner agencies to ensure the CYP access the right service when required, while managing levels or risk, as appropriate.

One to One Counselling

The IWS continues to provide a counselling service working to a model of 8 sessions. Though within this a degree of flexibility is shown and is crucial to the successful engagement of CYP across the authority.

With over 70% of referrals being submitted by school staff, the team continues to build on established relationships with key schools' contacts to ensure that CYP are encouraged and supported to engage in sessions, with effective communication key to this between colleagues. School staff are cognizant of the need for boundaries to be in place regarding what information can be shared with regards to

confidentiality, and counsellors work within these boundaries while ensuring any safeguarding or child protection concerns are raised appropriately, and involving CYP in any discussions regarding concerns they feel would be better supported by school staff, such as guidance teachers.

The service is represented at all secondary school Joint Support Team meetings, where the appropriateness of counselling as a proposed intervention for any CYP can be discussed and is often an outcome of these meetings for specific CYP.

Over 70% of YP offered support in the reporting period are from secondary schools, and we continue to focus an appropriate percentage of counselling staffing towards this figure, as stated with counsellors in situ across all secondary schools.

The team regularly attend review meetings when invited, and appropriate to do so, and liaise regularly with school contacts, while maintaining the boundaries of privacy and confidentiality for CYP accessing counselling. Counsellors continue to access clinical supervision as per professional requirements, as well as continued professional development (CPD) throughout the year.

Waiting list times

Current waiting list times across schools remain consistent with times from 2022-23, at an average of approximately 6 months, taking into account requests from individual schools or local authority partners to prioritise referrals based on levels of need. The service remains flexible in its approach to prioritising referrals based on the individuals needs of CYP, while ensuring a focus is kept on a regular throughput of referrals on any school's own waiting list, with ongoing communication with staff to reflect this, and meetings held with key contacts to review throughout the school year.

Counselling delivery figures

The figures below show details for the current reporting period July 2023-June 2024:

- 203 (new referrals) received during July 2023-June 2024, see Fig. 1
- 205 CYP (# active referrals) offered access to counselling support during July 2023-June 2024
- >78% referrals offered support were from secondary schools (161 YP), <22% were from primary schools (44 YP) (# active referrals)
- Circa 50+ currently engaging or at initial assessment stage (# active referrals)
- Over 98% CYP completing sessions showed an improvement (# active referrals)
- 99 CYP (of a total of 101, 98%) showed an improvement on completion of agreed sessions (Number of children who have reported an improved outcome following access to a counsellor using a Young Person Clinical outcomes in Routine Evaluation (YP-CORE) or a Strengths and Difficulties Questionnaire (SDQ) or another measure), see Fig. 2
- Less than 1% of scores remained consistent throughout sessions
- Less than 1% of scores declined during sessions
- A number of those CYP who have disengaged *(see number below) have done so as a result of feeling they no longer require further sessions or to quote anecdotally from school staff “are in a better place”, but due to not attending final sessions, we are unable to provide a figure for how many of this figure this applies to. The views of the counselling team are sought for these CYP, based on their assessments during sessions attended, and are subjective. This figure also includes those CYP where there was no further action following initial offer of counselling or assessment session.

*circa 50 disengaged from support (see note above) this figure includes those CYP who declined or withdrew from sessions, CYP accessing other supports (Approx. 10 CYP accessing other services) including other Action for Children Wellbeing Service Provisions, or other services e.g. CAMHS, Mind Mosaic, private counselling or other therapeutic inputs.

(# denotes active referrals, those offered counselling within reporting period)

Comparison figures for 2021-22 to 2022-23 (# active referrals):

2023-24

101 CYP completed sessions and recorded a measurable outcome, with 99 CYP showing an improvement, which is < 98%, 99 of 101 CYP.

This is an increase in CYP completing sessions, from 97 in 2022-23 to 101 in 2023-24, as well as an increase in the percentage showing an improvement, from 93% in 2022-23 to over 98% in 2023-24

Overall, there was a slight reduction in the number of CYP accessing support, from 229 in 2022-23 to 205 in 2023-24.

As stated above, anecdotal evidence from discussion with school staff suggests a number of CYP disengage from counselling when they feel they have improved in their general wellbeing or have talked through a concern or issue which they feel has been resolved. While this is positive for CYP in this situation, we are often unable to complete sessions and record these outcomes positively, as no final sessions take place.

Fig.1

Figure 1 shows the breakdown of **new referrals received in the reporting period** (203) July 2023 to June 2024, with numbers for pupils per source, i.e. Primary or Secondary school.

Month	Primary	Secondary	Total
July 23	<5	5	7
August 23	<5	12	16
September 23	6	13	19
October 23	5	10	15
November 23	8	21	29
December 23	<5	10	13
January 24	<5	19	23
February 24	<5	13	16
March 24	<5	18	20
April 24	<5	8	10
May 24	<5	11	15
June 24	<5	18	20
TOTAL	203	45	158

Fig. 2 shows the breakdown of age group of pupils **accessing counselling in the reporting period** (101) who completed agreed sessions, and outcomes recorded using YP Core, or CORS (Child Outcome Rating Scale) as appropriate, dependent on age and level of understanding of each CYP. (**# active referrals**)

Fig. 2

Year Group	Improved Outcome	Score Declined	Score Remained Consistent
P1	0		
P2	<5		
P3	<5		
P4	<5		
P5	7	<5	
P6	12		
P7	<5		
S1	18		
S2	14		
S3	14		<5
S4	13		
S5	9		
S6	<5		
TOTAL	99	<5	<5

Fig. 3

Fig. 3 indicates the age ranges of all CYP **offered counselling in the reporting period (>200 CYP)** (**# active referrals**)

Stage specific data	Number CYP
Number of children in P2-P5	23
Number of children in P6	16
Number of children in P7	5
Number of children in S1	41
Number of children in S2	38
Number of children in S3	31
Number of children in S4	29
Number of children in S5	17
Number of children in S6	5
TOTAL	205

Fig. 4

Fig. 4 indicates the number of CYP male, female or non binary **offered counselling in the reporting period (active referrals)**

Gender	Number CYP
Number of female pupils	128
Number of male pupils	74
Number of young people identifying as non-binary	<5

Fig. 5

Figure 5 indicates the referral source for referrals **offered counselling in the reporting period (active referrals)**

Referral Source		
Self-referral		6
School Staff		157
Social Services		<5
GP		5
School Nurse		<5
Health Professional:	CAMHS	14
	Skylark	5
Other:	Community Link Worker	<5
	Parents/carers	10
	Action for Children Wellbeing Transitions	<5
	Children 1st	<5
	Inverclyde Emotional Wellbeing Hub (IEWH)	<5
TOTAL		205

Fig. 6

Fig. 6 indicates the issues reported by referral information for CYP offered counselling in the reporting period (active referrals)

Mental Health and Wellbeing issues reported by children and young people					
Exam Stress	<5	(<1%)	Self-Harm	6	(<3%)
Trauma	6	(<3%)	Depression	0	(0%)
Bereavement	15	(>7%)	Anxiety	41	(20%)
Gender Identity	0	(0%)	Emotional/ Behavioural Difficulties	71	(>34%)
Substance Use	0	(0%)	Body Image	0	(0%)
Low Mood	24	(<12%)	Parental separation	<5	(>1%)

Fig. 6 above indicates the number and percentage of referrals which highlight the above headings as reasons for initial referrals, as recorded on referrals submitted. In addition, during counselling, further presenting issues are disclosed by CYP as they engage in sessions. These include, but are not limited to, experience of Care, neurodevelopmental diagnosis, both diagnosed and pending diagnosis, family issues, relationships, panic attacks, bullying, homelessness, school/attendance, physical health and wellbeing.

Re-Referrals

Within the reporting period 18 re referrals have accessed support. This is generally as a result of a CYP having previously benefited and engaged in support. The shortest period between referrals resubmitted was 6 months, with the average being between 1 year and 6 months.

Group Work Programmes

Blues Programme

All 8 schools previously involved in year 3 participated in Blues Programmes in 2023-24, Port Glasgow High School, St Stephens High School, Notre Dame, Inverclyde Academy, Clydeview Academy, St Columbas Gourrock, St Columbas Kilmacolm and Cedars School of Excellence.

	Year 3 (22/23)	Year 4 (23/24)
Number of Blues Groups across 8 schools	22	22
Number of CES-D completed	694	652
Scoring Over Threshold and invited to Programme	41% (288 pupils)	38% (246 pupils)
Scoring Under Threshold and invited to Programme	59% (407 pupils)	62% (406 pupils)
Pupils Invited and began Programme	75% (215 pupils)	58% (144 pupils)
Number of participating pupils whose CES-D score improved*	58.6%	82%
Number of participating pupils whose CES-D score didn't change*	27%	4%
Number of participating pupils whose CES-D score decreased*	13%	14%

* based on pupils who completed the Programme and completed a second CES-D questionnaire

These figures for the reporting period show that from a cohort of S3 pupils who completed CES-D's (questionnaires), down from 694 (2022-23) to 652, 246 were offered to take part, down from 288 (2022-23).

The percentage of YP showing an improved score rose to 82% (115 YP), from 59% (126) in 2022-23, which while a reduction in the number of YP, is a 23% increase in improved scores.

Overall, **92% of YP who took part rated the programme as 4 out of 5 stars** (see **Appendix B - Blues Programme Questionnaire**, and **Example Outcomes** for an individual school)

Scores varied across schools with the highest improvement being at >91%, and the lowest 45%. Variance between schools of scores which remained the same was from the highest at 35% to the lowest at 0%, and variance of scores which deteriorated during the intervention ranged from the highest at 20% with the lowest a school which recorded 0% of deterioration in pre to post intervention scores.

These variances in scores are significant in that they demonstrate the impact of individual group dynamics on the resulting scores. Each group presents in their own way, and this can influence outcomes in terms of how comfortable YP are to be open and feel able to share, the effect of peers in a group, as well as the overall engagement of the group as a whole.

Blues facilitators work closely with key school contacts to look at the makeup of each group, to try where possible to reduce any issues which might impact negatively on the positive delivery and outcomes of the 6 weekly sessions of each Blues Programme group.

Bouncing Back

Bouncing Back group work sessions for all P7 classes in Inverclyde schools were delivered in the last school term, beginning after Easter 2024.

All 20 primary schools, St Columbas Kilmacolm and Cedars School of Excellence took part, maintaining all 22 schools who participated in 2022-23.

Focus was again on the transition to S1 for the P7 cohort, with the programme looking at how to support the CYP to best manage this change and be as prepared as possible for the challenges that accompany the move to S1.

The programme takes the principles of the Blues Programme and shares the skills and techniques with the P7 pupils in the sessions.

Figures below for Bouncing Back delivery in Year 4

- 31 groupwork sessions were delivered
- Over 560 CYP took part in these group work sessions across all P7 classes
- Over 90 CYP took part in an adapted version across S1-S6 in Craigmarloch School

Comparison figures for year 4 shows a decrease in the number of CYP accessing Bouncing Back across P7 to 568 (from 697 in 2022-23), and an increase in the number of Bouncing back sessions delivered from 28 in 2022-23 to 31 in 2023-24.

As all P7 classes across the local authority took part, a reduction in numbers participating this year could be as a result of a smaller overall P7 roll in 2023-24, or school attendance impacting on numbers in sessions across all 31 sessions taking place.

Sample school data shows:

- 81% of CYP taking part in Bouncing Back rated the intervention 4 out of 5 stars, maintaining the same percentage as in year 3 (81% in 2022-23)

Other group work activities

The IWS continued to deliver bespoke small group work sessions in Craigmarloch school, building on the work taking place with Craigmarloch to develop an offer of support appropriate to the needs of the CYP in that school community.

Through working with the DHT and school staff, we focused on small groups and on individual sessions, which allowed us to tailor our existing materials from the Blues Programme and Bouncing Back.

Over 60 CYP were identified by the school to take part in small group or individual sessions with staff, which again included:

- “Drop-in” appointment-based system, coordinated by the IWS and Craigmarnock school staff, based upon the needs of the young people week to week, to offer “light touch” support around the young people’s thoughts, feelings, and actions, and developing coping skills.
- A “Friendship Group” with the aim of enhancing friendships in young people S1-S3 (predominantly young people who identify as female, due to the low numbers in the school) and consisted of team building/group tasks aimed at building confidence and self-esteem.



Further Activities

Other group work activities included drop in wellbeing check with new S1’s being offered to schools, and further drop-in sessions which provided wellbeing support for those not at the point of engaging with other services, or as additional support while waiting to access services (147 YP)

These drop-ins allowed IWS to escalate any concerns unknown to guidance staff where more appropriate interventions would be applicable. Drop-ins also resulted in YP being encouraged to self-refer to counselling, who otherwise may not have considered this an option open to them.

IWS has been invited to and is represented at all secondary school Joint Support Team meetings and contributes to the discussions and support agreed for YP identified at these meetings if deemed as needing partner agency support.

Summer counselling continues to be offered to YP identified as being appropriate to attend during the period schools are closed. IWS works with school in the last term before summer to identify and confirm which YP would be appropriate to attend and access sessions during this period.

Staff Training – 'What's the Harm: Self harm awareness and skills' training was offered to school staff and delivered in October 2023.

IWS attended “ASK” (Assessing Suicide in Kids) training in July 2024, and places were allocated to partner agency colleagues from Barnardos services in Inverclyde, further upskilling colleagues also supporting CYP within the local authority.

Counselling staff continue to take part in regular professional development, a key requirement of their ongoing registration. Further training resources were sourced to provide them with additional support in key areas identified as developing themes i.e. CYP presenting as neurodiverse, having either been assessed, undergoing assessments or waiting for assessments to take place.

Access to funding for CYP and families – IWS continues to access all available funding opportunities to support CYP and families

which are available through Action for Children's various corporate partnerships and fundraising activities. Where appropriate, CYP and families are supported with access to funding to reduce the impact of poverty on their mental health and wellbeing. This also includes support to access local charities such as Inverclyde Food bank.
Single Point of Access – Centralised Referral System - Inverclyde Emotional Wellbeing Hub (IEWH)

The IWS remains a contributing member of the IEWH group, representing the service with partner agencies including HSCP senior management, Educational Psychology, School Nursing team, Barnardo's, Social Work, and CAMHS.

The group continues to meet fortnightly and utilise the FORT (Fast Online Referral Tracking System) Referral system, ensuring a regular throughput of referrals are discussed and suitable services are identified. The group is now well established and while the FORT system continues to develop, the purpose of the meetings to reduce the number of services approached and time taken by CYP and families to secure the support required is showing positively.

Key Performance Indicators

Example Key Performance Indicators	Example Year 4 Targets:	Year 4 Outcomes:
<p>Reach KPIs:</p> <ul style="list-style-type: none"> ▪ Number of appointments ▪ Number of group work sessions ▪ Number of 1:1 sessions ▪ Number of preventative sessions 	<ul style="list-style-type: none"> ▪ 1,600 pupils directly supported in Year 3 i.e.: <ul style="list-style-type: none"> ▪ 600 primary pupils – <i>Bouncing Back</i> groups ▪ 600 secondary pupils completed Blues Programme Questionnaire ▪ 200 secondary pupils participating- <i>Blues Programme</i> groups ▪ 375 pupils - targeted 1:1 support/counselling/school drop ins 	<ul style="list-style-type: none"> ▪ Circa 1651 pupils engaged in Wellbeing Service supports ▪ 568 Bouncing Back (P7) ▪ 652 Secondary pupils completed Blues Programme Questionnaire. ▪ 246 invited to participate in Blues Programme ▪ 144 secondary pupils participated in Blues ▪ 205 offered 1:1 support/counselling ▪ 147 YP (Secondary school) drop in/small group work ▪ 60 (Craigmarloch) ASN drop in/small group work ▪ 19 - Primary school additional small group sessions
<p>Outcome KPIs:</p> <ul style="list-style-type: none"> ▪ Improved CYP wellbeing, mental health and resilience ▪ Reduced Tier 3/CAMHS referrals 	<ul style="list-style-type: none"> ▪ 88% of pupils improving against selected <i>SHANARRI Wellbeing Outcomes</i> ▪ % of pupils addressing their needs without the requirement for specialist services 	<ul style="list-style-type: none"> ▪ > 98% completing agreed sessions showing an improved outcome using a Young person's Clinical outcome e.g. Young Persons CORE
<p>Quality KPIs:</p> <ul style="list-style-type: none"> ▪ Accessible service/the right help at the right time ▪ Structured support and goal-setting ▪ Providing relationship-based interventions ▪ Informing CYP/families of available support 	<ul style="list-style-type: none"> ▪ Maintain 95% of pupils providing positive feedback on their experience of the service - including: <ul style="list-style-type: none"> ○ Service accessibility ○ Relationship-based support ○ Quality of interventions 	<ul style="list-style-type: none"> ▪ <93% of secondary pupils (S3) gave a 4 or 5 star rating for Blues Programme sessions, from a scale of 1 to 5 ▪ 82% of Blues participants score improved pre to post intervention, 4% remained the same, and 14% of scores decreased. ▪ > 81 % of P7 pupils gave a 4 or 5 star rating for Bouncing Back sessions, from a scale of 1 to 5

Wellbeing Transitions Team (WTT) P7-S1

2022-23 was the third year of the WTT being provided with additional funding to support a new cohort of P7's making the transition to S1.

A reduction in the funding available for the year 2023-24 allowed the service to continue to support a group of CYP moving to S1, with a drop in the cohort size to 20 CYP agreed as the target for this year.

As in previous years, information was shared with primary schools in Easter 2023, to begin to identify CYP and families appropriate for the support of the project.

20+ referrals were received before the school summer holidays, with project staff following up contacting all families. Several families withdrew at early stages in this process, and further referrals were sought from secondary schools after the summer holidays, to maintain the cohort size of 20.

In total over 25 referrals were made to the WTT, with some CYP accessing the service at later points, if spaces became available due to the withdrawal of other CYP and families during the reporting period.

The existing relationship with schools the WTT had allowed for good communication when looking to extend and attract other CYP to the offer of support, even while already having started in S1.

School staff familiarity with the WTT was also useful in helping them identify CYP they felt would benefit, having an understanding of what the WTT offered and could support CYP with.

Examples of work carried out

- School based one to one sessions
- School based group time sessions
- School based drop-in sessions
- Home visits (for YP and/or parents)
- Out for coffee/support with parents
- Outings for refreshments/activities with YP: Golf driving range, Ravenscraig activity centre, cafes (to build trusted relationship and offer safe space for YP to talk and grow confidence)
- School meetings for TAC, attendance, and/or wellbeing
- Funding: Winter crisis fund, Turner and Townsend, foodbank including delivery.
- Referrals for school counselling for YP
- Support to parents (face to face or via telephone chats)
- Video/WhatsApp chats

Individualised support plans were co-produced with CYP, families and schools, based on the needs of the CYP, and using outcome measurement tools, such as My Mind Outcome Stars to track their progress during the period of support.

Outcome Measurements

To measure outcomes the practitioner used My Mind Outcome Stars with YP at the initial stage of support beginning, and then revisited this towards the end of their support.

Although offered to all YP participating, a number declined to use the measurement tool, which may have become a barrier to engagement if they felt pressured to use this.

My Mind Outcome Stars has been designed for use in early intervention services that aim to prevent the onset or development of mental illness, and to fill the gap before a mental illness is diagnosed. It may also be used to support young people who are experiencing poor mental health. This can include low mood, stress, anxiety, sleeplessness or self-harming, or who have a diagnosed mental health condition. My Mind Star has seven key areas, designed to open up the conversation between key or support workers and service users. These areas are designed along a five point scale: with 1 being low “stuck or unsafe”, up to 5 being high “managing well”

The seven key areas:

1	2	3	4	5	6	7
Feelings and emotions	Healthy lifestyle	Where you live	Friends and relationships	School	How you use your time	Self esteem

Using the key below to illustrate the change from pre to post intervention, on the scores from 1 (low) to 5 (high), **Fig. 7** below shows the percentage scores across all seven key areas.

improved
Stayed the same
Deteriorated

Fig. 7

1	2	3	4	5	6	7
Feelings and emotions	Healthy lifestyle	Where you live	Friends and relationships	School	How you use your time	Self esteem
94%	70%	70%	94%	94%	58%	94%
6%	30%	30%	6%	6%	42%	6%

Across the cohort of 20 CYP, no scores deteriorated, with the majority of scores across the 7 key areas showing improvements pre to post intervention, with the remaining scores staying the same, or being maintained.

This can be viewed as a positive in that the cohort being supported were deemed to be at risk of struggling to manage the transition to S1 and the challenges this would present. It could be argued that indicators where scores have stayed the same may have deteriorated without the support of the project to the cohort, to learn and develop skills and techniques to at minimum be able to cope with these challenges.

Cost of living impact on CYP and families accessing WTT support.

Rising living costs continued to negatively impact on a number of CP and families accessing our support. Action for Children have access to corporate funding streams which allow us to provide support to some of those most in need.

A significant number of CYP and families accessed financial support from different funding stream, including our Tuner and Townsend Education Fund, which provides £40 grants for educational materials that include, school clothing and shoes.

Our Winter Crisis fund allowed us to provide vouchers for a number of families which could be used to purchase supermarkets items, freeing up their finances to help with the cost of winter fuel bills.

Families were also supported to access local resources such as Inverclyde Foodbank, when they were previously unaware that this support was available to them.

Further details of the support, including the impact of access to our funding streams, is included in

Finance year 4

Cost Type	Core Service
Employee Costs Total	£246,614
Other Employee Related Costs Total	£8,419
Premises Costs Total	£1,993
Equipment Total	£4,198
Communication Costs Total	£4,562
Variable Costs Total	£7,468
Activity Costs Total	£1,640
Management Fee	£30,513
Total	£305,407
Income	£305,407
Deficit / Surplus	£0

Next steps – August 2024

The IWS were successful in bidding for the new contract to deliver wellbeing service support to CYP in Inverclyde for the next 3 years, from August 1, 2024 to 31st July 2027

This allows the service to further consolidate the work already undertaken establishing a service providing quality interventions and support to CYP, schools and partner agencies.

With relationships now strong across schools, and the profile of the service established, the intention is to progress each area of support, working closer with partners to achieve this, while keeping the CYP at the centre of what we do as an organisation and service.

The challenges to meet the needs of CYP’s mental health and wellbeing across schools is a combined effort, with a number of agencies and partners contributing to this. Having a clearly defined offer helps us and partners to know where we fit amongst other offers of support and complements the other options available. This is established over time, while reaching out to partner agencies to network, and has been a focus of the IWS over our initial 4 years.